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The selected bibliography on American Indian and Mexican American children in urban schools contains abstracts of 36 documents. Two themes in the writings about these minority groups are noted. One trend stresses concern about assimilation and the acculturation process, while another theme stresses the need for bilingual schooling. (NH)

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A SELECTED ERIC BIBLIOGRAPHY ON THE EDUCATION
OF
URBAN AMERICAN INDIAN AND MEXICAN AMERICAN CHILDREN

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TABLE OF CONTENTS

INTRODUCTION	Page	1
LEGEND	Page	2
BIBLIOGRAPHY:		
MULTI-ETHNIC AND GENERAL	Page	3
MEXICAN AMERICANS	Page	7
AMERICAN INDIANS	Page	17

INTRODUCTION

Included in this bibliography are selected documents on the education of American Indian and Mexican American children in urban settings. Since little has been written about the educational needs, problems, and characteristics of Appalachian migrants to urban areas, or about the urban Oriental population, this bibliography will not include references on these groups.

Citations of documents on the American Indian are sparse in this bibliography for most of that literature is concerned with rural and Indian reservation schools and is, therefore, outside the scope of IRCD whose major focus is on urban populations.

There appear to be two dominant themes in the writings about Mexican Americans and Indians. One trend stresses concern about assimilation and acculturation processes. Some writers suggest that a goal for education should be the eventual absorption of these groups into the dominant Anglo culture. Others, however, strongly urge a bicultural viewpoint which would preserve ethnic identity while providing the necessary tools for educational, economic, and social achievement in American middle class society. The line between cultural pluralism and total assimilation seems to be a difficult one to draw.

The second theme emphasizes the need for bilingual schooling, especially in the preschool and early elementary grades. Children of these two groups have an especially difficult educational experience when their first language is rejected by the schools and when they must immediately begin to learn a "foreign" language. Fortunately, states with large Mexican American and Indian populations have recently recognized the learning handicaps imposed by this precipitous, immediate shift to English and are now permitting and encouraging bilingual schools and programs. In fact, California legislation authorizes bilingual education and schools.

For additional references devoted specifically to Mexican American education see the bibliographies of Edgar B. Charles and Ralph Guzman cited below. The work of Murray and Rosalie Wax, based primarily on studies of Sioux Indians on reservations, offers rich background information. See particularly Formal Education in an American Indian Community, by Murray Wax and others, (An SSSP Monograph, Supplement to Social Problems, Spring 1964, Vol. II, No. 4.) Also note the periodical on Indians, Journal of American Indian Education, College of Education, Arizona State University, Tempe, Arizona.

LEGEND

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MULTI-ETHNIC AND GENERAL

Charles, C.M. "Bicultural children and science achievement."
Science Education, 48(1):93-96, February 1964. C UD 001319

This paper is one of the few specific research studies. Science achievement of bicultural (Spanish American and Indian) fifth grade pupils was studied to determine a possible relationship between achievement and non-scientific beliefs, and between achievement and reading competency. The study also evaluated the validity of a standard IQ test as a science predictor for minority groups. Minority children were found to be greatly retarded in basic science concepts and used non-scientific explanations for natural phenomena much more than did Anglos. The relationship between low science achievement and non-scientific beliefs was moderate to high. The non-verbal part of the Otis did not discriminate between biculturals and Anglos. It is recommended that teachers of bicultural children should have familiarity with the mythic beliefs of such students. Reading matter must be on the appropriate level, and IQ results must be interpreted and used cautiously.

Coleman, James S.; and others. Equality of educational opportunity. Washington, D.C.: U.S. Government Printing Office, 1966. 235p. E ED 012 275 [MF-\$1.00 HC-\$11.85]

A product of the extensive survey requested by the Civil Rights Act of 1964 documents the availability of equal educational opportunities in public schools for minority group Negroes, Puerto Ricans, Mexican Americans, Oriental Americans, and American Indians, as compared with opportunities for majority group whites. The major finding is that the average minority group pupil achieves less and is more affected by the quality of his school than the average white pupil.

Johnson, Kenneth R. Teaching culturally disadvantaged pupils (grades K-12). Unit IV: the culturally disadvantaged Mexican American, Puerto Rican, Caucasian, and American Indian pupil. Chicago: Science Research Associates, Inc., 1967. 34p. E (In process) UD 006843 [Document not available from EDRS]

A unit in a series of teacher education materials on the disadvantaged pupil discusses Mexican Americans, Puerto Ricans, Appalachians and Southern white migrants, and American Indians. It is noted that the disadvantaged Negroes and whites are members of a subculture of the dominant culture. The Spanish background and Indian pupils, however, are products of different cultures and are faced with the added problem of straddling both cultures. The two Spanish background ethnic minorities share a number of characteristics but teachers should also be aware of the differences. The Puerto Ricans, for example, are urban and not so strongly tied to their cultural roots as the Mexican Americans. The Indians, Puerto Ricans, and Mexican Americans are also educationally handicapped by their foreign language background. The whites are more indifferent to schooling and present greater discipline problems. Assimilation and acculturation are probably hardest for the Indian students whose cultural background is the most divergent from that of traditional education. A summary, discussion questions, and a bibliography are included. [Note especially pp.19-22, which deal with Appalachians and Southern white migrants.]

Johnson, Kenneth R. Teaching culturally disadvantaged pupils (grades K-12). Unit VII: improving language skills of the culturally disadvantaged. Chicago: Science Research Associates, Inc., 1967. 44p. E (In process) UD 006841 [Document not available from EDRS]

Another in a series of inservice teacher education units (see above) is devoted to improving the language skills of disadvantaged students. Discussed are standard and nonstandard English, and the structural and functional interferences posed by the language systems used by disadvantaged pupils. A section is devoted to the dialects used by Negro and Appalachian pupils, Negro slang, and techniques which are effective for teaching standard English. Two sample lessons are included. The language problems which bilingualism imposes on Mexican American children are highlighted. The important points presented in the unit are summarized, and discussion questions and a bibliography are included.

Kent, James A.; and Burns, S.A. Superior school program for Smiley and Baker Junior High Schools, Denver, Colorado. 1966. 121p. E (In process) UD 007245 [MF-\$0.50 HC-\$6.15]

A compensatory education program in Denver was developed to meet the needs of culturally disadvantaged and racially isolated Negroes and Spanish Americans in two junior high schools. The emphasis was on student motivation and enrichment, involvement of and interaction between school and community, and teacher training and community programs. Specific recommendations are made for each of the schools and their neighborhoods, and detailed budgets are included in the documents.

Leighton, E. Roby (ed.) Bicultural linguistic concepts in education: a handbook of suggestions, primary to adult, for the classroom teacher, the guidance counselor, the administrator. Tucson, Arizona: College of Education, 1964. 65p. E ED 001 493 [MF-\$0.50 HC-\$3.35]

Suggested is a bicultural guidance approach for Spanish- and Indian-speaking students. Teachers should be aware of, and responsive to, inferiority feelings in these students. Particular attention to oral communication and language learning is recommended. Drama and student art productions are especially useful tools for stimulating verbalization. Basic confusion about English speech sounds contributes to language learning difficulties among these students and, therefore, remedial programs are suggested.

Segalman, Ralph. The immigrant poor and the residual poor. 1966. 25p. E ED 012 722 [MF-\$0.25 HC-\$1.35]

This document is included for a general sociological frame of reference. An analysis of the lives of the poor in America will show differences between the immigrant and refugee poor and the residual poor (Negroes, Puerto Ricans, Latin Americans, Indians, and others). The immigrant poor were acculturated and absorbed into the mainstream of American life within three generations, whereas the residual poor have been deterred from doing so by

political and socioeconomic conditions. The two groups have different family structures, employment patterns, attitudes toward the community, and self-concepts, and religion plays a different role in their lives. They have different values about money, credit, and time, and also reflect their differences in their choice of housing and clothing. Because immigrants sought and valued education, their children came to school with readiness abilities. The residual poor have not valued education as highly and thus, their children have inadequate school preparation. In each case, education is a self-fulfilling prophecy--one group has achieved well while the other continues to fail. The alienation of certain elements of the poor can be understood within the framework of Parson's "Actor-acted upon" concept--the immigrant was an "actor" and the residual is passively "acted upon." Most of the discussion is summarized in charts which compare the two groups.

MEXICAN AMERICANS

Amsden, Constance. A reading program for Mexican American children. First interim report. Los Angeles: California State College, 1966. 157p. E ED 010 532 [MF-\$0.75 HC-\$7.95]

A preliminary developmental program in beginning reading was established for Mexican American children in an east Los Angeles school. The program was designed to develop oral language skills and to reinforce traditional cultural values in the Mexican American community. Baseline data were obtained on both reading achievement and oral language development. In addition, independent studies were undertaken of the Spanish language proficiency of the children and the Spanish influence on the children's oral English. A continuing emphasis on parent participation, individualized instruction, self-instruction, and cultural awareness was recommended to assure the children's academic progress and to develop their sense of identity and feelings of self-esteem.

Amsden, Constance. A reading program for Mexican American children. Los Angeles: California State College, 1968. 268p. E (In process) UD 006440 [MF-\$1.25 HC-\$13.50]

A second interim report on the above reading program notes that reading ability in the primary grades has improved. In January 1967, the average first grade reading score on the Stanford Reading Test was at the third percentile, whereas in January 1968, the score was at the eighth percentile. This program, operated jointly by the California State College at Los Angeles, the Los Angeles schools, and the Youth Opportunities Foundation, functions in a regular school setting, with a pupil-teacher ratio of 29.1. Special materials were developed for classroom use, including four bilingual books. An after-school program in Mexican culture was also offered. A second part of this report presents the procedures and results of an oral language analysis phase of the project, in which the relationship between oral English syntax and reading achievement was studied. Recommendations for future classroom action and further language research are included.

Anderson, James G.; and Johnson, William H. Sociocultural determinants of achievement among Mexican American students. University Park: New Mexico State University, 1968. 45p. E ED 017 394 [MF-\$0.25 HC-\$2.35]

The first phase of the Southwest Educational Development Laboratory's Mathematics Project sought to identify unique characteristics of Mexican American families which might affect the children's educational achievement. Data on 263 high school students showed that Mexican American youth may lack confidence in their ability to succeed in both English and mathematics. Mastery may be affected by the emphasis that parents place on education, language spoken at home, and father's educational background. Results suggest that academic performance may be improved through proper design of educational programs.

Angel, Frank. Program content to meet the educational needs of Mexican Americans. University Park: New Mexico State University, 1968. 21p. E ED 017 392 [MF-\$0.25 HC-\$1.15]

Programing a curriculum to meet the needs of Mexican American youth is a difficult task for there is controversy over whether needs and content should be identified and determined on the basis of Anglo or Mexican American criteria. The dichotomy is between rapid assimilation or retention of cultural identity. Suggested are five essential areas of an educational program: (1) teaching English as a second language in both elementary and secondary schools; (2) emphasis on cognitive development; (3) attention to affective development; (4) intergroup relations programs; and (5) occupational education at the secondary level.

Charles, Edgar B. (ed.) Mexican American education: a bibliography. University Park: New Mexico State University, 1968. 28p. E ED 016 562 [MF-\$0.25 HC-\$1.50]

This selected, annotated bibliography contains 90 citations of books, monographs, journal articles, and unpublished papers on the education of Mexican Americans. All documents were produced

between 1958 and 1967 and cover the following areas of education--preschool, elementary, secondary, higher, adult (basic and vocational), and migrant. A "User Index" is included which will assist the reader in finding those documents with multiple subject references.

Forbes, Jack D. Mexican Americans: a handbook for educators.
Berkeley, California: Far West Laboratory for Educational
Research and Development, 1967. 39p. E ED 013 164 [MF-\$0.25
HC-\$2.05]

The Mexican American community is described as being proud of its Mexican background, as well as experiencing difficulty in acculturation. The youth often make valuable contributions to the schools because of their bilingualism, cultural background, and varied skills and experiences. Offered to teachers and administrators are suggestions that would help to provide transfer of training for all students in a mixed Anglo-Mexican culture. A listing of supplementary audiovisual aids and instructional materials which are available for classroom use at both the elementary and secondary school level is included.

Galarza, Ernesto. "Schools faced with multiplicity of leadership (seminar no. 4)." In: Administrator's in-depth seminars in problems of desegregation as they relate to large city schools: summaries of seminar discussions. California: Los Angeles City Schools, 1967. p.56-75. C UD 006526

Stressed is the importance of developing grass roots leadership within the Mexican American community. Also noted are some of the political, social class, and organizational issues involved in developing and encouraging community leaders and spokesmen.

Guzman, Ralph. Mexican American study project. Advance report 3, revised bibliography. Los Angeles: The Mexican American Study Project, Graduate School of Business Administration, UCLA, 1967. E ED 015 078 [Document not available from EDRS]

The sociological, cultural, and historical accounts of the Spanish American and Mexican American populations from 1914 to the present are listed in the comprehensive, non-annotated bibliography. Included are books, unpublished doctoral dissertations, masters theses, journal articles, and other materials. The preface offers a brief essay on the individual's search for a self-concept. Also noted is the false image of Mexican Americans presented by the communications media. This bibliography is available for \$1.00 from the Mexican American Study Project, Graduate School of Business Administration, UCLA, Los Angeles, California 90024.

Heller, Celia S. Mexican American youth: forgotten youth at the crossroads. New York: Random House, 1966. 123p. C UD 001882

This 1966 book is one of the few social science studies about Mexican Americans, the third largest minority group in the United States. The focus here is on the youth (largely in the Southwest), both the "ambitious" and the "delinquent" types. The material is based on quantitative studies, depth interviews, and field notes. Discussed are the origins and background of Mexican Americans, contemporary youth, school experience, delinquents, "the ambitious," and obstacles to upward mobility. An annotated list of recommended readings is appended. [See especially chapter 4, p.45-54, and chapter 7, p.91-105]

Henderson, Ronald W. Environmental stimulation and intellectual development of Mexican American children: an exploratory project. Tucson: University of Arizona, 1966. 242p. E ED 010 587 [MF-\$1.00 HC-\$12.20]

The relationship between specific environmental (subcultural) factors and the development of intellectual abilities of Mexican Americans was studied. "High potential" and "low potential" groups were established on the basis of test scores. Measures

were also obtained of 33 characteristics related to nine process variables, a family status index, and environmental ratings of family life. High potential children had a greater variety of stimulating experiences and scored higher on both English and Spanish vocabulary tests than did low potential children. Areas of further research are suggested.

Hernandez, Luis F. "The culturally disadvantaged Mexican American student: Part I." Journal of Secondary Education, 42 (2):59-65, February 1967. C UD 005723 [MF-\$0.25 HC-\$0.45]

Straddling two cultures, Mexican American students are hampered by language barriers and identity problems. Their school adjustment is further hindered by the cultural gap which exists between them and their Anglo teachers, and by their characteristic noncompetitive values. Moreover, the patriarchal, extended structure of the Mexican American family demands certain roles and responsibilities from the children which may conflict with those of the school. Mexican American parents pass on to their children two basic values which are antithetical to traditional school values--the placement of all responsibility in the will of God, and a casual attitude toward time. Teachers often view the students' responses to these cross cultural pressures as apathetic behavior. They need to become informed about students' differences as well as their similarities, for Mexican Americans are quite diverse and may come from any one of eight major subgroups.

Hernandez, Luis F. "The culturally disadvantaged Mexican American student: Part II." Journal of Secondary Education, 42 (3):123-128, March 1967. C UD 007022 [MF-\$0.25 HC-\$0.45]

The Mexican American youth (see above) feels inadequate and insecure when he ventures out of his "barrio" (ghetto) to seek employment. The job candidate often makes a poor showing in job interviews and on written examinations because his background does not prepare him for the realities of the Anglo employment

scene. In the classroom too the educational approaches are often in conflict with the mores and traditions of the Mexican Americans. Teachers need a special understanding of these students, to evaluate their achievement levels through a verbal approach and to develop a program which is relevant to both the culture in which they live and the Anglo world into which they will eventually move. The more acculturated Mexican American child may be more able academically but may also be experiencing the greater culture conflict. It is also important to recognize that these youngsters respond best to a disciplined formal structure in which the teacher has the same authoritative role as the father.

Madsen, William. Mexican Americans of south Texas. New York: Holt, Rinehart and Winston, 1965. 112p. C UD 003273

A cultural anthropological case study describes the sociocultural condition of Mexican Americans in a county in Texas bordering on Mexico. Noted are three levels of acculturation: the traditional folk culture, the level involving a value conflict between two cultures, and the stage where Mexican Americans have achieved status in the Anglo world. The values and traditions of the community in such areas as family life, prescribed and proscribed behaviors, the roles of the sexes, religion, medicine, witchcraft, "folk psychotherapy," education, etc., are discussed. Generalizations about acculturation are illustrated by examples from individual case histories.

Mayeske, George W. Educational achievement among Mexican Americans: a special report from the educational opportunities survey. Working paper. Washington, D.C.: U.S. Government Printing Office, 1967. 11p. E ED 015 040 [MF-\$0.25 HC-\$0.65]

Findings about Mexican American students in the studies of Coleman and others show that: (1) preschool experience and verbal enrichment are important for overcoming language handicaps; (2) family background influences academic achievement; (3) social composition and peer influence of student body is highly related to achievement; and (4) teacher education and length of experience, and student attitudes toward school both affect achievement.

Mexican American Study Project. Revised prospectus and interim report. Los Angeles: University of California, 1965.
12p. E ED 011 530 [MF-\$0.25 HC-\$0.70]

The Mexican American Study Project is conducting interdisciplinary, analytical, and descriptive research to examine the socioeconomic status of Mexican, Spanish, and mixed Indian people in the urban Southwest (in 1960 some 3 1/2 million). There are plans for an extensive investigation of the extent to which these groups are integrated into American life and of their individual responses to social changes during the process of integration. Work has begun on a review of relevant literature, a comprehensive analysis of 1950 and 1960 census data, and on field studies of different communities to investigate how these communities function for their Mexican American population.

Plakos, John. Mexican American education research project. Progress report, 1967. Los Angeles: California State Department of Education, 1967. 18p. E ED 018 281 [MF-\$0.25 HC-\$1.00]

Summarized are twelve aspects of a program of educational improvement for Mexican American students which was developed by the California State Department of Education. The program includes such features as summer schools, teaching English as a second language, vocational assessments, inservice education, development of various evaluation and survey instruments, and the calling of a state-wide conference devoted to the education of Mexican Americans.

Samora, Julian. The education of the Spanish-speaking in the Southwest: an analysis of the 1960 census materials. Indiana: Department of Sociology, University of Notre Dame, 1963. 14p. E ED 001 500 [MF-\$0.25 HC-\$0.80]

Census data show that Spanish-speaking people are in lower status categories with respect to education than other groups in the Southwest. Mexicans do not have the tradition of public education in their cultural heritage and dropping out of school is very prevalent. However, the educational situation of Mexican Americans has begun to improve, in part because of changes

in school funding arrangements and court desegregation orders. Nevertheless, problems of motivation for education and the role of school systems in providing equal educational opportunities remain to be resolved.

Samora, Julian. "The Spanish-speaking people in the United States."

In: Administrator's in-depth seminars in problems of desegregation as they relate to large city schools: summaries of seminar discussions. California: Los Angeles City Schools, 1967.

p.30-44. C UD 006524

Noted are aspects of Mexican American culture, social institutions, and family life relevant to education. The major emphasis is on the need to seek out and develop indigenous community leadership so that Mexican Americans would become involved in the schools both as parents and administrators. Also discussed are relations between Negroes and Mexican Americans and such educational strategies as bilingual schooling and changes in curriculum content.

Samora, Julian; and Lamanna, Richard A. Mexican American Study Project. Advance reports, Mexican Americans in a midwest metropolis: a study of East Chicago. Los Angeles: Division of Research, Graduate School of Business Administration, University of California, 1967. E ED 015 079 [Document not available from EDRS]

The Mexican American community in East Chicago was studied to ascertain whether there were greater opportunities for assimilation in that industrial complex than in the Southwest. The document includes a brief history of the Mexican American East Chicago colony, its development into a community, and the family traditions and church relations within the group. Included also is information about education and its effects. Findings show that geographic dispersion did not necessarily result in conspicuous status benefits unavailable in the Southwest. The report concludes that there is very little variation in socioeconomic position or group assimilation of Mexican Americans migrating to an industrial complex when compared to those who remain in the Southwest. (This report is available for \$2.00 from the Division of Research, Graduate School of Business Administration, University of California, Los Angeles, California 90024.)

Sanchez, George I. Spanish in the Southwest. 1963. 16p. E ED 001 498 [MF-\$0.25 HC-\$0.90]

The cultural tenacity of the four million Spanish Americans, concentrated in five Southwestern states, is discussed in historical terms. The persistence of the Spanish language is noted. Recommended is a bilingual educational approach which would capitalize upon the child's proficiency in his native vernacular.

Smith, Marguerite. English as a second language for Mexican Americans. University Park: New Mexico State University, 1968. 22p. E ED 016 560 [MF-\$0.25 HC-\$1.20]

In order to plan an adequate curriculum for the teaching of English as a second language to Spanish speaking students there must be a clear understanding of the academic and cultural objectives to be met. The variables of the students, the teachers, the school, and the community must be taken into consideration. The primary objective in teaching the Mexican American is to develop the ability to communicate in English. Aural-oral mastery is logically gained through language arts. It is important that the listening-speaking-reading-writing sequence be developed on valid linguistic principles. Included are poems, games, songs, and structured oral drills for grade one. Areas of curricular importance for grades two through eight are indicated. Recent trends toward teaching Spanish-speaking students in Spanish have also included an emphasis on their cultural inheritance.

Wilson, Herbert B. Evaluation of the influence of educational programs on Mexican Americans. University Park: New Mexico State University, 1968. 25p. E ED 016 561 [MF-\$0.25 HC-\$1.35]

This monograph explores problems connected with the evaluation of the influence of educational programs on Mexican Americans, by considering the objectives of the formal school program and the influence of informal education. Among the problems associated with evaluation of these students and with successful

evaluation practices are use of objective questions, oral reports, verbal methods, dramatic play, group activities, and the learner's own experiences. For best teaching results teachers must be concerned and sincere, visit the homes, give tangible rewards, and develop skill in observation. Other needed qualities are the abilities to record objectively, provide appropriate motivation, and develop feelings of equality, trust, and mutual respect in the students.

AMERICAN INDIANS

Aurbach, Herbert A. National Research Conference on American Indian education. Final report. Kalamazoo, Michigan: Society for the Study of Social Problems, 1968. 57p. E
ED 018 287 [MF-\$0.25 HC-\$2.95]

Reported is a conference held to establish guidelines for a status survey and research project in American Indian education. Background papers provided historical review of previous research in Indian education, analyzed current research, and considered current action programs. Recommended were a national multidisciplinary research project, with Indian leadership and researchers and carefully developed research methodology. A single agency should be responsible for the project. The findings should be made available to Indian leadership so that educational policies and programs could be developed.

Bass, Willard P.; and Burger, Henry G. American Indians and educational laboratories. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, Inc., 1967. 39p. E ED 014 369 [MF-\$0.25 HC-\$2.05]

Many of the diverse educational problems of the American Indian have been identified for years, but have been permitted to lie dormant. Socioeconomic disadvantage is exhibited in areas of income, unemployment, school dropout rate, expected life span, infant mortality rate, birth rate, and health history. Communication problems block the teaching-learning effort. The social scientists' interest in acculturating the Indian into the American norm is seen as being focused upon the children--those who can least resist it. Efforts by five regional educational laboratories are directed toward solving some of the identified problems. Single free copies of this document are available from Southwestern Cooperative Educational Laboratory, Inc., 117 Richmond Drive, N.E., Albuquerque, New Mexico 87106.

Forbes, Jack D. California Indian education: report of the First All-Indian Statewide Conference on California Indian Education. Modesto: Ad Hoc Committee on California Indian Education, 1967. 87p. E ED 017 391 [MF-\$0.50 HC-\$4.45]

Participants at a California conference on Indian education included administrators and teachers from schools with a high proportion of Indian students, anthropologists, and social scientists, and Indian representatives. Objectives of the conference were: (1) to interest a representative cross-section of the California Indian adult population in the education of their children; (2) to involve Indian people in planning the improvement of the education of their children; (3) to unify the Indian people and use their collective strength toward the common goal of improved education; and (4) to identify the problems of Indian education and find ways of solving them. Recommendations for educational improvement are included.

Gaarder, Bruce. Education of American Indian children. 1967. 9p. E ED 018 299 [MF-\$0.25 HC-\$0.55]

Traditional policies on the education of American Indians have served to alienate the children from their culture and background. This was done in an attempt to eliminate the "problem" of the disadvantageous differences between Indians and the dominant majority. The assimilationist approach has led to measurable failures--retardation, underachievement, and dropping out. Moreover, the alienation efforts have stifled the development of an Indian intelligentsia and have effectively eliminated the potential leaders. Educational policy should be based on the concept that self-sufficiency, reached through self-fulfillment for the individual and the tribe, will be the most effective way to achieve assimilation. ("Whether such a result is to be viewed happily or unhappily is not the concern of this paper.") Self-sufficiency may be achieved by Indian control over their local schools, use of bilingual instruction, and the development of a strong mutually reinforcing relationship between parents and school. A research center on the history, languages, and culture of American Indians should be established.

Owens, Charles S. The Division of Indian Education of the New Mexico State Department of Public Instruction to the Bureau of Indian Affairs. Annual report, 1966-67. Santa Fe: New Mexico State Department of Education, 1967. 44p. E ED 017 362 [MF-\$0.25 HC-\$2.30]

Described are the educational programs for Indian students in New Mexico which were made possible by the Johnson-O'Malley program. The guidance and counseling aspects receive particular emphasis.

Zintz, Miles V. The adjustment of Indian and non-Indian children in the public schools of New Mexico, Sections 1-2. Albuquerque: College of Education, University of New Mexico, 1960. 307p. E ED 002 828 [MF-\$1.25 HC-\$15.45]

Studied by sociocultural and interdisciplinary methods were the adjustment of Indian and non-Indian students in public elementary schools. Emphasis was on differences in culture, value systems, language, motivation, and behavior. Material was prepared for teacher use which would help in relating the defined cultural differences to classroom procedures. School situations were described in terms of teacher methodology, teacher-pupil behavior, parent participation, and such student measures as sociometric studies, standard reading tests, and oral language communication in English. The study emphasized teachers' lack of understanding of the culturally different pupils, reading retardation, student difficulties with English as a second language, and problems of teaching science and arithmetic. This work is valuable as a relatively early, research-oriented approach to problems of Indian education.